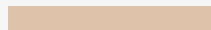ERICA D'ANGELO
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HONEY AND MUMFORD: LEARNING STYLES QUESTIONNAIRE

nAME

DATE

e-mail

There is no time limit to this questionnaire. It will probably take you 10-15 minutes. The accuracy of the results depends on how honest you can be. There are no right or wrong answers. If you agree more than you disagree with a statement put a tick.

If you disagree more than you agree put a cross by it. Be sure to mark each item with either a tick or cross. When you have completed the questionnaire,

... continue this task by responding to the points that follow.

1. I have strong beliefs about what is right and wrong, good and bad.

2. I often act without considering the possible consequences.

3. I tend to solve problems using a step-by-step approach.

4. I believe that formal procedures and policies restrict people.

5. I have a reputation for saying what I think, simply and directly.

6. I often find that actions based on feelings are as sound as those based on careful thought and analysis.

7. I like the sort of work where I have time for thorough preparation and implementation.

8. I regularly question people about their basic assumptions.

9. What matters most is whether something works in practice.

10. I actively seek out new experiences.

11. When I hear about a new idea or approach I immediately start working out how to apply it in practice.

12. I am keen on self-discipline such as watching my diet, taking regular exercise, sticking to a fixed routine, etc.

13. I take pride in doing a thorough job.

14. I get on best with logical, analytical people and less well with spontaneous, "irrational" people.

15. I take care of the interpretation of data available to me and avoid jumping to conclusions.

16. I like to reach a decision carefully after weighing up many alternatives.

17. I'm attracted more to novel, unusual ideas than to practical ones.

18. I don't like disorganized things and prefer to fit things into a coherent pattern.

19. I accept and stick to laid down procedures and policies so long as I regard them as an efficient way of getting the job done.

20. I like to relate my actions to a general principle.

21. In discussions I like to get straight to the point.

22. I tend to have distant, rather formal relationships with people at work.

23. I thrive on the challenge of tackling something new and different.

24. I enjoy fun-loving, spontaneous people.

25. I pay meticulous attention to detail before coming to a conclusion.

26. I find it difficult to produce ideas on impulse.

27. I believe in coming to the point immediately.

28. I am careful not to jump to conclusions too quickly.

29. I prefer to have as many sources of information as possible -the more data to mull over the better.

30. Flippant people who don't take things seriously enough usually irritate me.

31. I listen to other people's points of view before putting my own forward.

32. I tend to be open about how I'm feeling.

33. In discussions I enjoy watching the maneuverings of the other participants.

34. I prefer to respond to events on a spontaneous, flexible basis rather than plan things out in advance.

35. I tend to be attracted to techniques such as network analysis, flow charts, branching programs, contingency planning, etc.

36. It worries me if I have to rush out a piece of work to meet a tight deadline.

37. I tend to judge people's ideas on their practical merits.

38. Quiet, thoughtful people tend to make me feel uneasy.

39. I often get irritated by people who want to rush things.

40. It is more important to enjoy the present moment than to think about the past or future.

41. I think that decisions based on a thorough analysis of all the information are sounder than those based on intuition.

42. I tend to be a perfectionist.

43. In discussions I usually produce lots of spontaneous ideas.

44. In meetings I put forward practical realistic ideas.

45. More often than not, rules are there to be broken.

46. I prefer to stand back from a situation and consider all the perspectives.

47. I can often see inconsistencies and weaknesses in other people's arguments.

48. On balance I talk more than I listen.

49. I can often see better, more practical ways to get things done.

50. I think written reports should be short and to the point.

51. I believe that rational, logical thinking should win the day.

52. I tend to discuss specific things with people rather than engaging in social discussion.

53. I like people who approach things realistically rather than theoretically.

54. In discussions I get impatient with irrelevancies and digressions.

55. If I have a report to write I tend to produce lots of drafts before settling on the final version.

56. I am keen to try things out to see if they work in practice.

57. I am keen to reach answers via a logical approach.

58. I enjoy being the one that talks a lot.

59. In discussions I often find I am the realist, keeping people to the point and avoiding wild speculations.

60. I like to ponder many alternatives before making up my mind.

61. In discussions with people I often find I am the most dispassionate and objective.

62. In discussions I'm more likely to adopt a "low profile" than to take the lead and do most of the talking.

63. I like to be able to relate current actions to a longer-term bigger picture.

64. When things go wrong I am happy to shrug it off and "put it down to experience".

65. I tend to reject wild, spontaneous ideas as being impractical.

66. It's best to think carefully before taking action.

67. On balance I do the listening rather than the talking.

68. I tend to be tough on people who find it difficult to adopt a logical approach.

69. Most times I believe the end justifies the means.

70. I don't mind hurting people's feelings so long as the job gets done.

71. I find the formality of having specific objectives and plans stifling.

72. I'm usually one of the people who puts life into a party.

73. I do whatever is expedient to get the job done.

74. I quickly get bored with methodical, detailed work.

75. I am keen on exploring the basic assumptions, principles and theories underpinning things and events.

76. I'm always interested to find out what people think.

77. I like meetings to be run on methodical lines, sticking to laid down agenda, etc.

78. I steer clear of subjective or ambiguous topics.

79. I enjoy the drama and excitement of a crisis situation.

80. People often find me insensitive to their feelings.

SCORING

You score one point for each item you ticked. There are no points for crossed items. Circle the questions you ticked on the list below:

2	7	1	5
4	13	3	9
6	15	8	11
10	16	12	19
17	25	14	21
23	28	18	27
24	29	20	35
32	31	22	37
34	33	26	44
38	36	30	49
40	39	42	50
43	41	47	53
45	46	51	54
48	52	57	56
58	55	61	59
64	60	63	65
71	62	68	69
72	66	75	70
74	67	77	73
79	76	78	80

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TOTALS

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ACTIVIST	REFLECTOR	THEORIST	PRAGMATIST
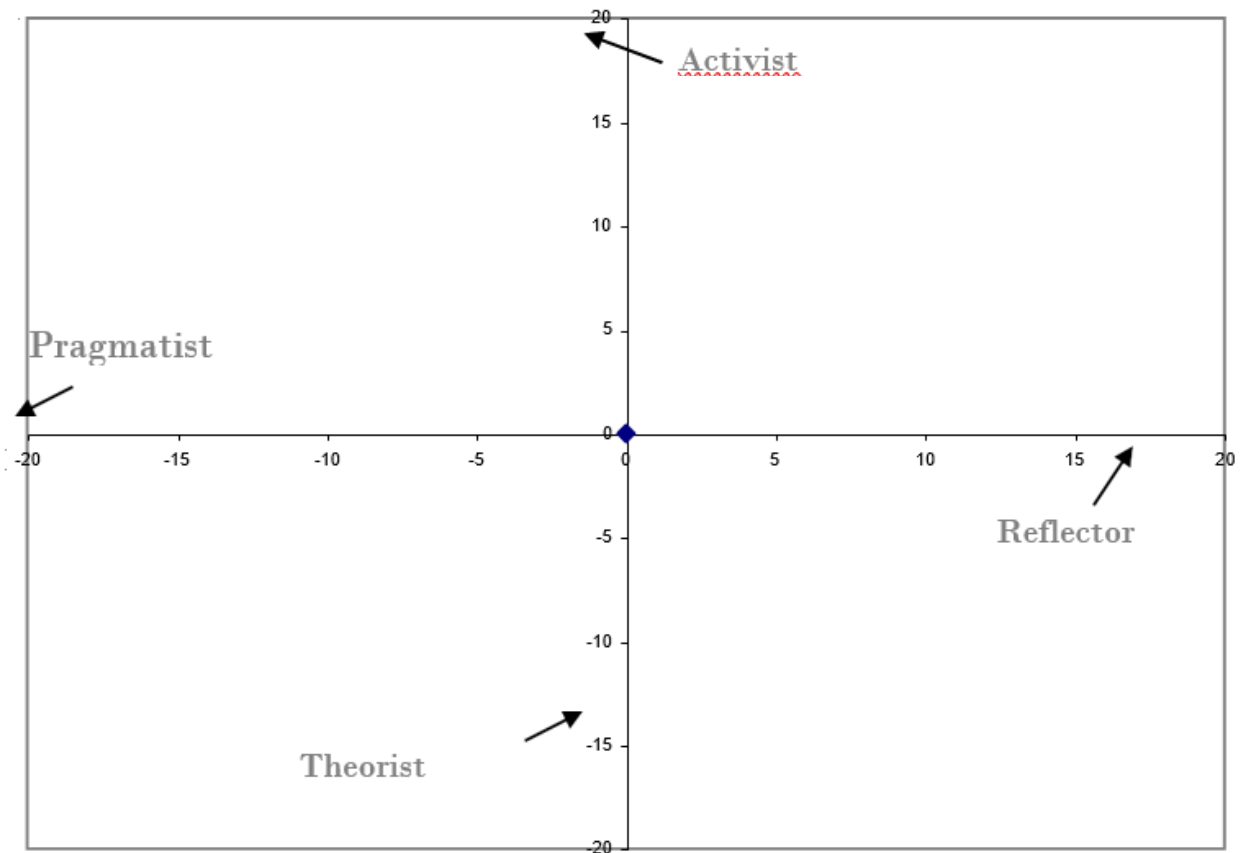
Your result may show that you have a particular learning style. It may be useful to bear this in mind as you approach tasks. Was the approach you adopted the best one in the circumstances? Would adopt another learning style have improved your performance?

At this point, you may also find it helpful to read through Characteristics of the Four Learning Styles, which follow. This provides more detail and should help you clarify your sense of your own preferred style(s).

Activists:
Activists are those individuals who learn by doing. Activists need to get their hands filthy. They have a receptive way to deal with learning, including themselves completely and without inclination in new encounters. The learning activities can be brainstorming, problem-solving, group discussion, puzzles, competitions, role-play, etc

Theorists:
These learners get a kick out of the chance to comprehend the hypothesis behind the activities. They require models, ideas, and truths with a specific end goal to participate in the learning procedure. Like to break down and integrate, drawing new data into a methodical and consistent 'hypothesis'. Their choice of learning activities includes models, statistics, stories, quotes, background information, applying concepts theoretically, etc.

Pragmatists:
These individuals have the capacity to perceive how to put the learning into practice in their present reality. Conceptual ideas and recreations are of constrained utility unless they can see an approach to put the concepts practically in their lives. Experimenting with new ideas, speculations, and methods to check whether they work is their mode of action. They learn better through taking time to think about how to apply learning in reality, case studies, problem-solving, and discussion.

Reflectors:
These individuals learn by watching and contemplating what happened. They may abstain from jumping in and prefer to watch from the sidelines. They want to remain back and see encounters from various alternate points of view, gathering information and using the opportunity to work towards a suitable conclusion. They like paired discussions, self-analysis questionnaires, personality questionnaires, time out, observing activities, feedback from others. coaching, interviews, etc.

Another survey by Peter Honey did not reveal any particular 'e-learning styles', although as a result of his research he speculated that 'Activists' (those with an open-minded approach to learning and wish to involve themselves fully in the experience) would want the pace to be faster and the chunks of time to be shorter than 'reflectors' (those that prefer to stand back and view experiences from a number of different perspectives first).

He also suggests that Activists might find it more difficult to motivate themselves and find time to complete the tasks than 'Theorists' (who like to analyze and synthesize, drawing new information into a systematic and logical theory) and 'Pragmatists' (experimenters, who try out new ideas and techniques to see if they will work) who are likely to be more disciplined and better at planning it into their schedules. Time management skills are particularly important for effective on-line study.

THANK YOU

I hope you enjoyed discovering your learning style...
stay tuned!

Erica D'Angelo